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ABSTRACT

Most high schools face the problem of the chronically absent student. In the fall of 1985, the Centennial Effective Schools Committee in Gresham, Oregon established a subcommittee to examine chronic absenteeism among its student body. The committee interviewed 50 students with a history of poor attendance and developed a profile of the typical high school student with serious attendance problems. The committee also examined available research on the subject of attendance, finding that low achievement correlated with chronic absenteeism. The committee then selected two goals for improving attendance among chronically absent students: to reduce chronic absenteeism without increasing the dropout rate, and to assist students through direct intervention to accept the relationship between attendance and achievement in school. This report contains the prescriptions adopted by the committee to meet these goals, a profile of students with chronic attendance problems, a set of chronic absentee narratives, and the chronic absentee survey questions along with responses from the 50 chronically absent students interviewed. (NB)

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CHRONIC ABSENTEE COMMITTEE REPORT

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INTRODUCTION

Most high schools face the problem of the chronically absent student. Chronic absenteeism, which goes hand-in-hand with poor achievement, presents a problem for high school students because a high school diploma is the minimal requirement in 1986 even for the most unskilled jobs. Moreover, the chronically absent student becomes a concern for the teachers and other high school staff because when he is absent, learning cannot take place. Conversely, when the chronically absent student increases his attendance, his student achievement and success improve.

In the fall of 1985 the Centennial Effective Schools Committee established a subcommittee to examine this problem among its student body. One goal was to increase student achievement with improved attendance as a key factor. The Committee examined the problem of poor attendance and suggested ways to deal with it. After interviewing 50 students with a history of poor attendance, the Committee developed a profile of the typical high school student with serious attendance problems.

The Committee next examined available research on the subject of attendance finding that low achievement correlated with chronic absenteeism. While attendance leads to low achievement, it may be more important to realize that low achievement can lead to poor attendance. Students who have difficulty in finding success in school are more likely to seek alternatives to an unrewarding classroom.

Keeping in mind this need for attendance and achievement, the Chronic Absentee Committee selected two goals for improving attendance among those chronically absent students:

1. Reduce chronic absenteeism without increasing the drop-out rate, and
2. Assist those students through direct intervention to accept the relationship between attendance and achievement in school.

In order to meet the goals stated above, the Committee adopted the following prescriptions:

PRESCRIPTIONS FOR DEALING WITH CHRONICALLY ABSENT STUDENTS

I. Reduce alternatives to regularly attending class

   A. Increase supervision in halls, parking lot, cafeteria, restrooms, and non-classroom areas

   B. Close campus for all students

II. Provide incentives to encourage regular attendance

   A. Provide tangible rewards for good attendance

   B. Allow for class progression as determined by credits earned rather than years in high school beginning with incoming freshmen

   C. Provide positive feedback to parents

III. Involve parents in student's attendance/achievement

   A. Establish a consistent district-wide attendance reporting system

   B. Inform parents of student's unexcused absences on the day of occurrence

   C. Provide a list of referral services for parents of chronically absent students

IV. Identify and monitor chronically absent students as they <u>enter</u> 9th grade using middle school records. (Ideally these students should be identified and monitored at the 7th grade level)

   A. Establish a "guide" group to formulate and carry-out procedures to improve attendance and achievement among chronic absentees

   B. Assign "guide" teachers to supervisory periods in order that they may:

      1. <u>Personally</u> contact chronically absent students and their parents

      2. Monitor student attendance and achievement through weekly "mini" status reports

      3. Serve as a liaison between a student and his/her counselor

      4. Provide encouragement through peer group meetings

      5. Encourage the student to be accountable for completing assignments

V. Establish a more relevant school environment for chronic absentees

A. Match appropriate teaching styles with chronic absentees' learning needs

B. Investigate flexible and creative scheduling such as putting harder classes during optimal learning times

C. Assign chronic absentees to courses with appropriate difficulty levels

D. Provide teacher in-service to help teachers cope and adjust by stressing their significant role in affecting pupil attendance.

1. Consistent and accurate recordkeeping

2. Emphasis on practical aspects of their classes

3. More frequent feedback of student progress.

4. Positive reinforcement

VI. Other recommendations

A. Full-time attendance counselor to monitor and administer immediate consequences

B. Create or update a remedial reading program to promote greater student achievement

C. Investigate the effect of teacher/student ratio on the chronic absentee's success rate

SUMMARY

Because chronic absenteeism is a nationwide problem, numerous studies have sought solutions. These prescriptions are based on this Committee's study of national research as well as on personal interviews with 50 of Centennial's chronic absentees. By implementing these prescriptions, Centennial School District can effectively reduce the chronic absentee rate at Centennial High School.

This Committee believes the reduction of chronic absenteeism is the combined responsibility of the students, their parents, the administration, and the teachers. Chronic absenteeism is not a problem to be ignored but a challenge to be met.

PROFILE OF STUDENTS WITH CHRONIC ATTENDANCE PROBLEMS

Interviews with 50 chronically absent students at Centennial High School by the Chronic Absentee Committee has provided a profile of those students with high rates of absenteeism. A chronically absent student was defined as being a student who had 25 or more class absences in a given nine-week term that were random and not due to illness. The 50 students interviewed included 9 freshmen, 16 sophomores, 19 juniors, and 6 seniors.

Why Students Miss School

Students that have attendance problems cite an "unpleasant" school environment as the major cause of their attendance problems. Consequently, these students seek alternatives to consistently attending classes.

When Do Chronic Absences Begin

The number of students that have chronic attendance problems jumps in the seventh grade and steadily increases through the eighth and ninth grades. This trend coincides with the change from the self-contained classroom to a departmental (by subject) program. At this time also students make the transition between the middle school and the high school, exposing them to an increased variety of experiences with options to attending class. This is also the time when these students enter adolescence which is a difficult time for both the child and the parents, possibly compounded by one-parent families. About half of the students with chronic absenteeism stated that family problems had a negative effect on their attendance.

Moving around and attending five or more schools in their lifetime probably has affected the attendance of approximately one-third of the students, but the

remainder indicated that they only attended three or four different schools which tends to be the norm.

Parents' Role or Influence on Attendance

Parents overwhelmingly (almost 90%) expect and encourage their children to attend school. When attendance becomes a problem, however, the parents' efforts in dealing with the problem are ineffective. Most students interviewed said their parents did take some actions to improve their attendance, but the action does not curb their truancy.

Peer Influence on Attendance/What Students Do While Missing School

The biggest single influence on the chronic absentees' lack of attendance comes from their peer group. As a result, the social aspects of school are the most important reasons given by these students for attending school at all. Illness, indicated by only 20% of the students, was the second most important reason for missing school. Even with the efforts of the parents and the school to keep these students in class, many will miss at least part of the day to socialize in the building. Most of this socialization takes place in the halls, the restrooms, the cafeteria, and/or the parking lot. Two-thirds of those students who did not go to school at all, or skipped selectively during the day, also indicated that their out-of-school activities involved friends.

Influence of Extracurricular Activities on Attendance

Most students with chronic attendance problems are not involved in the school's extra-curricular activities. Of these students, however, over half indicated that, if they were more involved, their attendance would improve.

What Courses/Periods of the Day are Most Often Missed

While there is no clear indication as to what classes or subjects most students would miss, a high percentage again indicated that the classroom environment had the most important influence on their attendance. Students will miss classes that are boring or too difficult; moreover, they will skip a class in which they dislike the teacher. Students will attend fun or easy classes led by a friendly teacher. Nearly half of the students interviewed also stated that they did not usually participate in classroom activities. Students selectively skipped sixth period, or the last period of the day, followed closely by first and fourth. The main reasons given were boredom with school (sixth period), oversleeping (first period), and a longer lunch (fourth period).

Influence of Student/Teacher Relationship upon Attendance

The survey indicated that the students' relationships with their teachers strongly influenced their attendance. Eighty-eight percent said they were more likely to attend some teachers' classes over others. The reasons given included the teacher's personality (88%), the teacher's emphasis on attendance with penalties and/or rewards (50%), the influence of attendance on their grades (33%), and the willingness of a teacher to help them succeed (75%).

How Success or Failure Influences Attendance

Fifty-six percent of the students felt their school experience had been successful and about the same percentage said they were satisfied with their history of grades. This group of students probably considered other things besides academic achievement as a measure of success. Seventy-five percent did indicate,

however, that if they felt they had a better chance of getting "good" or "high" grades, their attendance would improve. Almost half the students said there were unidentified obstacles preventing them from doing better in school or in other things they tried.

Value of School/Self-Image/Long-Term Goals

The most valuable part of school to these students were the social aspects. The most valuable classes were those that taught more practical things or things that could be "used" in the future. Almost half the students said they felt bad about their grades, but the majority had a good self-image and felt they were capable. Ninety-two percent said they planned on finishing high school and 86% said they have goals for the future.

How Consequences for Missing School Influence Attendance

Progress reports had no influence on over half of the chronic absentees' attendance. In fact, several indicated that progress reports negatively influenced their attendance. While there was no clear perception in these students' minds as to what kind of consequences could be imposed by the school to improve their attendance, 60% recognized that there can be rewards for regular attendance.

As a result, this survey indicates the students with attendance problems consider school one of the least desirable alternatives for their time. When they have options, and there are many, they tend to choose those which cause them the least boredom and frustration, regardless of the consequences. Most of these students don't feel school is important to their future, but they do feel they will succeed regardless of their attendance. While the school can have little control

over outside influences, it would be reasonable to assume that, if the school reduced or eliminated the options students can choose instead of going to class, attendance would improve.

CHRONIC ABSENTEE NARRATIVES

1. **Why students miss school**

   1) While there are a wide variety of reasons a student misses school, over half of the students interviewed stated they don't like the school environment.

   2) 26% said they were sick or injured.

2. **When did chronic absences begin (history)**

   1) Attendance problems show big jumps during the 7th and 9th grades.

   2) Personal or family situations have an effect on approximately half of chronically absent students.

   3) Although 64% have attended only three or four schools at the time of their interview, 36% indicated that they have attended five or more.

3. **Parents' role or influence on attendance**

   1) An overwhelming majority of parents encourage and expect their chronically absent children to attend school.

   2) 88% of parents see the chronic absence student's report cards and/or progress reports. 82% react with lectures, anger, and/or restrictions. 20% respond positively.

   3) 68% of parents of chronically absent students react to their child's attendance with lectures, anger, and/or restrictions, while 28% give no consequences.

4. **Peer influence on attendance**

   1) 68% of chronic absentees are with friends when they miss school and are not sick.

5. **Where students go and what they do when they miss school**

   1) If students are at school but not in class, 76% indicated they are in the halls, restrooms, cafeteria, or library.

   2) 40% indicated that they are away from the school building.

   3) The main reasons students give for coming to school are friends (56%), parents (24%), and the fact that they cannot miss some classes (24%).

   4) When they miss a full day of school, 48% of chronic absentees are sleeping, staying home, and/or watching TV. 18% indicated illness as a cause.

6. **What students are doing before and after they miss school**

1) Over half of the chronic absentees interviewed are influenced by friends just before they decide to miss a class.

7. **How a job influences attendance**

DATA INVALID

8. **Involvement or influence of extracurricular activities on attendance**

1) Three-fourths of students who have chronic absentee problems are not in extra-curricular activities. Of these students, half indicated that more involvement in these activities would make school more valuable for them.

9. **What courses/periods of the day most often missed**

1) English, social studies, and physical education are the subjects most likely to be missed by the chronic absentee.

2) Some reasons given are that (1) they are boring or too difficult, (2) the students do not like the teacher, or (3) the students do not like the class.

3) English, math, and business/home economics classes are the subjects least likely to be missed by chronically absent students.

4) Some reasons they go to these classes include that (1) classes are fun and/or easier or (2) they do like the teacher.

5) Sixth period is the most likely period to be missed, followed by first and fifth. Reasons given for missing a particular period are long lunch hour, oversleeping, and boredom.

6) Nearly half of the chronically absent students do not participate in class activities because they feel shy.

10. **How the student's relationship with teachers influence attendance**

1) 88% of the chronically absent students were likely to attend certain teachers' classes over other.

2) 82% said the teacher's personality made a difference.

3) Approximately half of chronic absentees said that the teacher's emphasis on attendance, including possible penalties and/or rewards, made a difference.

4) One-third of the chronically absent students said they could miss classes without an effect on their grades.

5) Three-fourths of the chronic absentees indicated they would go to a class where the teacher goes out of his/her way to increase their chances for success in school.

11. **How success or failure influences attendance.**

1) 56% of chronically absent students felt their school experience had been successful.

2) Approximately 3/4 of the student felt that a chance of getting good grades would tend to improve their attendance.

3) Over half of the chronic absentees said they were satisfied with their history of grades.

4) Almost half said that every time they tried to get ahead, it seemed like someone or something tried to stop them.

12. **Student's perception of the value of school**

1) Almost all chronically absent students indicated that the social aspects of school were the most valuable for them.

2) 80% of student felt that some classes were more valuable than others. Of those, over half felt that classes offering learning that could be used in the future (or more practical classes) were the most valuable.

13. **Student's Self-image**

1) While 52% of the students felt bad about their grades, the vast majority had a good feeling about themselves, felt they are persons of worth and equal to others, and are able to do things as well as most other people.

14. **Chronic's long-term goals**

1) 92% of chronic absentees plan to finish high school.

2) 86% said that they have goals for the future.

15. **How consequences for missing school influence attendance**

1) Over half of the students indicated that progress reports had no effect on their attendance.

2) Several indicated that progress reports had a negative effect on their attendance.

3) 18% said there were no effective school consequences to keep them in class.

4) 30% said detention and suspension were effective consequences.

5) Loss of credit is an effective consequence for 22% of chronically absent students.

15. How consequences for missing school influence attendance (continued)

6) 18% said that notifying parents immediately was a good deterrent.

7) There was no clear indication that "tougher" consequences would keep students in school.

8) 34% of chronically absent students perceive that there are no rewards for regular attendance.

9) Two-thirds said they did recognize that there are positive rewards for regular attendance.

16. (optional) What could the school do to help chronics improve their attendance?

Interviews showed that there are many suggestions for improving the attendance of chronically absent students. (see survey statistics)

CHRONIC ABSENTEE SURVEY QUESTIONS

The following results are based on interviews with 50 chronically absent students.

Freshmen	9
Sophomores	16
Juniors	19
Seniors	6

1. Why students miss school

A. What are some specific reasons why you have poor attendance?

	Fr.	So.	Jr.	Sr.	Total	Percent (based on 50)
Drug/Alcohol use	1	4	0	1	6	12
Don't like teachers	1	3	2	0	6	12
Sickness/Injury	2	3	6	2	13	26
Oversleeping/missed bus	2	2	3	2	9	18
Don't like classes	5	5	8	2	20	40
Peer pressure	1	3	1	2	7	14
Family problems	1	1	2	0	4	8
Classes too long/ too many	0	1	2	0	3	6
Failing class/assignment not done	1	2	1	1	5	10
Resent authority	0	2	0	0	2	4
Other	0	2	3	1	6	12

2. When did chronic absences begin (history)

A. When did your attendance problems begin?

5th	1	0	1	0	2	4
6th	0	0	1	0	1	2
7th	2	2	1	0	5	10
8th	1	4	1	0	6	12
9th	3	7	3	3	16	32
10th	1	4	7	0	12	24
11th	0	0	4	1	5	10
12th	0	0	0	1	1	2

B. Were there any personal or family situations that affected your attendance? (yes/no)

Yes	2	10	9	3	24	48
No	6	5	10	2	23	46

C. How many schools have you attended?

2	0	0	0	2	2	4
3	4	6	7	2	19	38
4	1	4	5	1	11	22
5	0	1	2	0	3	6
6	2	2	1	0	5	10
7	1	2	1	0	4	8
8	1	1	0	0	2	4
12-25	0	0	3	1	4	8

3. Parents' role or influence on attendance

A. Do your parents encourage you to attend school?

Yes	9	17	16	5	47	94
No	0	0	3	0	3	6

Do your parents expect you to attend school?

Yes	7	17	17	5	46	92
No	2	0	2	0	4	8

B. Do your parents allow you to do other jobs during school hours? (for example, babysitting)

Yes	1	2	3	1	7	14
No	8	14	16	4	42	84

C. Do your parents see your report cards or progress reports? If so, what is their reaction?

Yes	9	14	18	3	44	88
No	0	0	0	0	0	0
Restrictions	4	5	3	2	14	28
Lectures/Anger	9	8	7	3	27	54
Nothing	0	1	2	0	3	6
Good Responses	0	4	6	0	10	20

D. What, if any, are the consequences (or penalties) you receive from your parents for not attending school?

None	4	0	9	1	14	28
Lectures/Anger	2	2	4	1	9	18
Restrictions	3	12	6	4	25	50
Sent to school on non-school day	1	0	0	0	1	2
Threats	0	2	0	0	2	4
Physical punishment	0	1	0	0	1	2
Kicked out of house	0	1	0	0	1	2
Bribes	0	1	0	0	1	2

4. Peer influence on attendance

A. When you miss school and are not sick, do you usually do something with friends? If so, what?

Yes	5	12	13	4	34	68
No	4	5	6	1	16	32
Drug/Alcohol use	1	6	3	1	11	22
Stay home/watch TV	2	1	2	0	5	10
Go shopping	1	4	4	3	12	24
Go to friend's house	0	6	4	1	11	22
Socialize away from school	0	8	4	2	14	28
Cruise halls	0	0	1	0	1	2

5. **Where students go and what they do when they miss school**

A. If you're at school but not in class, where are you and what are you doing?

Drug/Alcohol use	4	0	1	0	5	10
Doing homework	0	2	3	0	5	10
Cruise halls/restroom/ cafeteria/library	5	13	17	3	38	76
Socialize away from school	7	5	6	2	20	40
Other	1	0	1	1	3	6

B. What is it that makes you come to school at least part of the time? (Give examples: friends, parent pressure, enjoyment, education, self-improvement, drugs/alcohol, nothing better to do)

Parent	4	3	5	0	12	24
Friends (socializing)	6	10	10	2	28	56
Can't miss some classes	2	2	7	1	12	24
Nothing better to do	1	2	2	1	6	12
Self-improvement	1	4	5	0	10	20
Likes some classes/ teachers	0	3	5	1	9	18
Reward from guardian	0	0	2	0	2	4
Other	0	2	2	0	4	8

C. When you miss a full day of school, what do you do?

Sleeping/Stay home/ Watch TV	5	4	12	3	24	48
Go to friend's house	0	4	2	0	6	12
Sickness	0	4	4	1	9	18
Go shopping	0	2	1	1	4	8
Socialize away from school	0	2	4	2	8	16
Field trips	0	1	0	0	1	2
Drug/Alcohol use	0	0	3	1	4	8
Family problems	0	0	1	0	1	2
Do homework	0	0	1	0	1	2

6. **What students are doing before and after they miss school**

A. What are you doing just before you decide to miss a class?

Influence of friends	7	9	9	3	28	56
Go home and don't feel like coming back	1	0	0	0	1	2
Mad at parents	1	0	0	0	1	2
Unfinished homework	0	1	1	0	2	4
Other	0	3	3	2	8	16

7. **How a job influences attendance**

A. If you have a job, what hours do you work? Does it interfere with your school attendance?

DATA INVALID

B. Why do you find it necessary to have a job?

DATA INVALID

8. **Involvement or influence of extracurricular activities on attendance**

A. Do you come to school to participate in extracurricular activities? If so, what activities are you in?

Yes	2	4	6	1	13	26
No	7	13	13	4	37	74
Athletics	2	6	6	1	15	30
Other	1	1	2	0	4	8

B. If you were more involved in extracurricular activities such as athletics, drama, or student government, would school be more valuable for you?

Yes	5	9	7	3	24	48
No	4	8	9	2	23	46

C. Does your involvement in extracurricular activities contribute to your attendance problems?

Yes	0	2	0	0	1	2
No	2	3	6	1	12	24

9. **What courses/periods of the day most often missed**

A. What subjects are you most likely to miss? Why?

English	5	4	8	1	18	36
Science	2	5	1	0	8	16
Social Studies	2	4	5	2	13	26
Physical Education	2	3	4	1	10	20
Music	1	0	1	0	2	4
Business/Home Econ	0	1	4	4	9	18
Math	1	2	3	1	7	14
Required classes	0	1	1	0	1	2
Too difficult	5	3	2	0	10	20
Too easy	1	0	2	1	4	8
Boring	3	4	3	2	12	24
Don't like teacher	1	2	6	0	9	18
Don't like class	2	2	5	0	9	18
Poor success rate	0	4	0	0	4	8
See no purpose	0	1	1	0	2	4
Don't know/like other kids	0	1	1	0	2	4
Don't have homework done	0	0	3	1	4	8
Don't like time of class	0	1	5	0	6	12

B. What subjects are you not likely to miss? Why?

Physical Education	2	1	3	0	6	12
English	2	3	5	1	11	22
Math	2	9	3	1	15	30
Science	1	4	3	1	9	18
Careers	0	2	0	0	2	4
Performing Arts	0	2	1	0	3	6
Social Studies	0	1	3	1	5	10
Health	0	3	4	0	7	14
Shop Classes	0	0	3	0	3	6
Business/Home Econ	0	1	7	2	10	20
Other Electives	1	1	3	0	5	10
Easy	1	2	2	1	6	12
Doing well in class	1	1	1	0	3	6
Teacher is nice	1	4	4	2	11	22
Have to go to pass	1	1	3	0	5	10
Like class/fun	4	6	4	3	17	34
Interesting/challenging class	2	2	0	0	4	8
Friends in class	0	2	1	0	3	6
Required class	0	1	1	1	3	6
More relevant	0	0	2	0	2	4
Other	1	1	2	0	4	8

C. What periods of the day are you most likely to miss? Why?

1	1	5	11	2	19	38
2	0	3	3	0	6	12
3	3	2	3	0	8	16
4	3	6	1	2	12	24
5	1	5	9	2	17	34
6	3	9	8	1	21	42
No difference	1	0	0	0	1	2
Don't like class/boring	3	3	2	0	8	16
Oversleep/tardiness	1	1	7	0	9	18
Long lunch hour	2	6	4	2	14	28
Last class/too tired	1	3	2	0	6	12
Don't like teacher	0	0	2	0	2	4
Other	2	1	2	0	5	10

D. Do you actively participate in most of your classroom activities such as discussions, group work, etc.? If not, why?

Yes	2	6	12	4	24	48
No	7	10	5	1	23	46
Yes and No	0	0	2	0	2	4
Too shy/fear	4	5	4	0	13	26
Daydreaming	1	1	0	0	2	4
Don't like class/ too difficult	1	0	1	0	2	4

10. **How the student's relationships with teachers influence attendance**

A. Are you more likely to attend certain teacher's classes over others?

Yes	6	14	19	5	44	88
No	3	2	0	0	5	10

If so, comment on the following about those teachers whose classes you choose not to miss:

Does the personality of the teacher make a difference?

Yes	5	14	17	5	41	82
No	4	1	2	0	7	14
Easy to get along with	0	2	0	0	2	4
Doesn't embarrass students	0	1	0	0	1	2
Gives time to do assignments	0	1	0	0	1	2
Allows for free expression of ideas	0	2	0	0	2	4
More interesting/humor/ positive	0	0	0	3	3	6

Does the structure of the classroom (lecture or individualized) make a difference?

Yes	4	12	16	4	36	72
No	5	4	3	1	13	26
Individualized	1	0	3	3	7	14
Lecture	0	0	2	1	3	6
Prefers activities	0	1	0	0	1	2

Does the teacher's emphasis on attendance make a difference?

Yes	3	4	10	3	20	40
No	4	12	9	2	26	52

Do penalties for missing class or rewards for attending class make a difference?

Yes	4	6	11	2	23	46
No	5	9	8	2	24	48

Can you miss class without any effect on your grade?

Yes	2	3	9	2	16	32
No	8	11	9	3	31	62

B. Does a teacher's practice of grading on a curve have any effect upon your attendance?

Yes	1	3	3	1	8	16
No	8	13	13	4	38	76

C. Are you more likely to go to a class where the teacher goes out of his/her way to increase your chances for success in school?

Yes	4	14	15	5	38	76
No	5	2	3	0	10	20

11. How success or failure influences attendance.

A. Do you feel that your school experience has been successful?

Yes	7	8	9	4	28	56
No	1	5	4	1	11	22
Somewhat	1	4	5	0	10	20

B. If you felt you had a good chance of getting high grades in class, would that effect your attendance?

Yes	6	12	17	1	36	72
No	3	3	2	3	11	22

C. What has been your history of grades?

Good	1	1	3	0	5	10
OK	6	5	11	0	22	44
Low	2	2	5	0	9	18
Elementary good	0	5	0	0	5	10
High school poor	0	5	0	0	5	10
High school improved	0	1	0	0	1	2
Flexible	0	0	2	0	2	4
B-C	0	0	3	0	3	6

D. Everytime you try to get ahead, does it seem that somebody or something tries to stop you?

Yes	5	7	10	2	24	48
No	4	5	9	3	25	50

12. Student's perception of the value of school

A. What do you think is the most valuable part of school?

Diploma	1	0	0	1	2	4
Learning/Skills/ Social skills	4	12	17	3	36	72
Electives	1	0	0	1	2	4
Friends	1	6	7	2	16	32
Other	1	3	0	0	4	8

The least valuable?

Unfair teachers	1	0	2	0	3	6
Sitting in classes	2	0	0	0	2	4
Some classes	6	5	9	2	22	44
Attendance/Tardy policy	0	3	0	1	4	8
Other	0	2	4	1	7	14

B. Do you feel that some classes are more valuable than others? If so, what makes them more valuable to you?

Yes	7	13	16	4	40	80
No	2	2	2	0	6	12
Classroom environment/ more relaxed	1	1	0	0	2	4
Learning that can be used in future/ practical classes	2	12	7	4	24	48
Required	2	1	0	0	3	6
Easier classes	1	0	0	0	1	2
Where more is learned	1	0	0	0	1	2
Need for college	0	1	0	0	1	2
Learn about self	0	1	1	0	2	4
Effect upon grades	0	1	0	0	1	2
Teachers make more valuable/interesting	0	0	5	1	6	12

13. Student's self-image

A. How do grades make you feel about yourself?

Depressed/Bad	6	11	8	1	26	52
No influence	2	1	3	1	7	14
Depends on grade	3	7	7	3	20	40
OK	0	0	3	0	3	6

B. Do you think you have a good feeling about yourself?

Yes	3	9	13	5	30	60
No	5	2	2	0	9	18
Sometimes	1	5	4	0	10	20

C. Do you feel you are a person of worth and equal to others?

Yes	7	11	17	5	40	80
No	2	2	1	0	5	10
Sometimes	0	4	1	0	5	10

D. Are you able to do things as well as most other people?

Yes	5	12	17	5	39	78
No	4	3	1	0	8	16
Some	0	1	1	0	2	4

14. Chronic's long-term goals

A. Do you plan to finish high school?

Yes	9	15	18	4	46	92
No	0	1	2	1	4	8

B. If not, what would you do?

G.E.D.	0	1	1	0	2	4
Job	0	0	1	0	1	2
Military	0	0	0	1	1	2

C. Do you have any goals for the future?

Yes	6	15	17	5	43	86
No	3	1	2	0	6	12

D. What do you think school can do to help you achieve those goals?

Nothing	3	0	0	0	3	6
Get into college	1	1	2	0	4	8
Make me learn more	2	1	0	1	4	8
Education for job	0	3	3	3	9	18
Help teach "what life is about"	0	4	1	0	5	10
Good grades	0	0	2	0	2	4
Graduate	1	0	2	0	3	6
Other	0	0	2	3	5	10

15. How consequences for missing school influence attendance

A. Do progress reports (warning slips) affect your attendance? How?

Yes	3	8	4	3	18	36
No	6	8	13	2	29	58
Makes go to class	3	2	1	0	6	12
Increases absences	1	3	1	1	6	12
Parents come to school/ threats	0	3	0	0	3	6
If positive or give encouragement, makes want to come	0	0	1	3	4	8

B. What, if any, are the most effective school consequences to keep you in class?

None	4	5	0	0	9	18
Detention	1	4	2	0	7	14
Suspension	2	1	3	2	8	16
Notify parents immediately	0	4	3	2	9	18
Activity eligibility	0	1	1	0	2	4
Loss of credit	3	2	6	0	11	22
Publicize students in detention	0	0	1	0	1	2
Other	1	0	1	0	2	4

C. Is there a "tougher" consequence that might keep you in school?

Yes	4	3	6	2	15	30
No	4	11	8	3	26	52
Saturday/Summer school	1	1	0	0	2	4
Suspension/expulsion	2	0	4	1	7	14
Notify parents	2	1	2	0	5	10
Not getting adequate education	0	0	1	0	1	2
Other	0	1	2	0	3	6

D. What rewards, if any, are there for regular attendance?

None	4	6	7	0	17	34
Higher grades/ recognition	5	3	2	1	11	22
No detention	1	0	1	0	2	4
Help get good job	1	0	2	0	3	6
Special privileges/ rewards	0	3	3	0	6	12
Learning	0	1	1	0	2	4
Feelings of worth	0	1	1	2	4	8
Parent's happiness and pride	0	1	4	0	5	10

16. (optional) What could the school do to help chronics improve their attendance?

A. What could the administration and teachers do to make school more valuable?

More encouragement from teachers/positive reinforcement	2	2	2	3	9	18
Fewer/shorter/smaller classes	1	2	0	0	3	6
Less homework	2	0	1	0	3	6
Make it harder to skip	1	0	1	1	3	6
More freedom	0	1	0	0	1	2
More credit for harder classes	0	1	0	0	1	2
Teach what kids want taught	0	3	3	0	6	12
More individual help	1	2	2	0	5	10
Ban smoking	0	0	2	0	2	4
Make classwork apply to real life/career	0	1	1	0	2	4
Seven-period day	0	0	1	0	1	2
Keep students informed of progress	0	0	1	0	1	2
More teachers with a sense of humor/ interesting	0	1	2	1	4	8

B. If you were the principal, what would you do to improve student attendance?

Saturday/Summer school	1	1	0	0	2	4
Close pit	1	0	0	0	1	2
Fewer classes	2	0	0	0	2	4
Immediately punishment for skipping	0	2	0	0	2	4
Talk to students as equals & informally	0	1	1	2	4	8
Expulsion	0	1	0	0	1	2
Fewer rules	0	1	0	0	1	2
Close campus	0	1	0	0	1	2
Have more assemblies	0	1	0	0	1	2
More interesting classes	0	2	0	1	3	6
Special rewards for good attendance	0	0	2	1	3	6
Enforce rules	1	0	3	0	4	8
Limit homework	0	0	1	0	1	2
Call students to office over P.A.	0	0	1	0	1	2

C. If you were the teacher, what would you do to make school more worthwhile?

Be more understanding	3	4	1	1	9	18
Friendlier/livelier	4	5	5	1	15	30
Make class more fun/ interesting/practical	1	3	6	2	12	24
Give less work	1	1	1	0	3	6
More group work/projects	1	6	0	0	7	14
Enforce attendance	0	1	0	0	1	2
More individual attention	0	2	2	1	5	10
Put self in student's position	0	1	1	0	2	4
Give more classtime for assignments	1	0	1	0	2	4
Expect students to improve	0	0	1	0	1	2
Give points to be used toward special privileges for good attendance	0	0	0	1	1	2

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